Nov. Harcourt Unit 2,3 The World Around Us (Geography) Gr. 2

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **8-12 Weeks**
Status: **Published**

Unit Overview

In units 2 and 3, students study

Maps to help find location

Landforms in North America

Seasons, climate in regions around the world

Natural resources

People affect and change the environment

Transportation changes over time

Enduring Understandings

Maps help us to understand the where things are in the world.

Landforms affect and create weather, climate and the seasons.

Man relies on natural resources, and can change those resources to fill needs.

Transportation takes us to places in the world, and technology has changed how transportation works.

Essential Questions

How do we use maps?

How is weather created?

What are natural resources and why are they important?

How do people react to and affect their environment?

Why is transportation important?

Instructional Strategies & Learning Activities

February-April ***Harcourt- Unit 2,3***		
***Harcourt*- Unit 2** Preview the Unit The World Around Us *(Geography)* **Supplemental:** Reading Fundamentals- Communities, Urban, Suburban and Rural *Flat Stanley Project* *Read Alouds*	SWBAT: -use visuals to determine word meaning -Compare and contrast information -Identify the purpose of a legend.	1. Discuss the big idea ™ p. 57 Sw answer question on post-it- How can l location? 2. Preview vocabulary ™ p. 58-59 3. **Skill**- Compare and contrast ™ p. 60-6 organizer together. 4. Make predictions about title- Read *Hov Ocean* p. 62-65/ ™ questioning/ written r 5. Have students bring in an artifact from did this item move from place to place?
Harcourt- Unit 2 Lesson 1	SWBAT: -Compare and contrast absolute and relative location -Locate Delaware Township School, the town, state and country on a map -Identify importance of Benjamin Banneker	1.Ask students *How do maps help people* 2. Read p. 66-69/ ™ questioning/ assess 3. Write- Make a map of the school. Writ your house to the school. 4. Practice-Workbook p. 12 5. **Skill**- Use a Map Grid/ Show students read through p. 70-71 ™ questioning 6. Practice- Workbook p. 13 7. Biography- Benjamin Banneker (map r ™ questioning
Harcourt- Unit 2 Lesson 2	SWBAT: -Identify the countries of North America -Identify landforms and bodies of water in North America -Define region -Use a map key and symbols	1.Ask students *What countries and landfo America?* 2. Read p. 74-81/ ™ questioning/ assess 3. Activity- Draw a map of North Americ 4. Practice-Workbook p. 14 5. **Skill**- Read a Landform Map/ read p. 8 6. Practice- Workbook p. 15
Harcourt- Unit 2	SWBAT:	1.Ask students *Why are seasons and clim*

Lesson 3	-Compare and contrast climate and weather -Describe the climate of a place -Understand how to read a table	*different regions?* 2. Read p. 84-87/ ™ questioning/ assess u 3. Write- Compare and contrast the weath seasons where you live. 4. Practice-Workbook p. 16 5. **Skill**- Read a Table/ read p. 88-9 ™ qu 6. Practice- Workbook p. 17
Harcourt- Unit 2 Lesson 4	SWBAT: -Identify the cardinal directions -Recognize hemisphere, equator, poles -Compare world regions -Identify/use intermediate directions	1.Ask students *How are regions around t* 2. Read p. 90-93/ ™ questioning/ assess u 3. Activity- Draw a picture of a world reg landforms, plants, animals. Share. 4. Practice-Workbook p. 18 5. **Skill**- Find Directions on a Map/ Ask a directions to the nurse.Read p. 94-5™ qu 6. Practice- Using a map have students tal cardinal/intermediate directions to describ to state/Workbook p. 19 7. Read- Cape Cod National Seashore- p.
Harcourt- Unit 2 Unit Review	SWBAT: -Review concepts learned in unit	1. Review questioning ™ p. 100-103 2. Workbook p. 21/ Study Guide Review answers whole class/ discuss **Harcourt website- Adventure Activity*
Harcourt- Unit 2 Unit Test	SWBAT: :Recall concepts learned in unit	1.Administer unit test 2.Use data for reteaching

Harcourt Unit 3 Preview the Unit *Using Our Resources* (Geography) **Supplemental:** Reading Fundamentals- Communities, Urban, Suburban and Rural *Flat Stanley Project* *Read Alouds*	SWBAT: -use visuals to determine word meaning -Identify how a story can tell sequence -Recognize cause and effect	1. Discuss the big idea ™ p. 105 Create a word web for land 2. Preview vocabulary ™ p. 106-7 3. **Skill**- Cause and Effect™ p. 108-9 Sha cause/effect ™ p. 108/ fill in organizer p. 4. Access prior knowledge- Read *The Tor* 11/ ™ questioning/response
Harcourt- Unit 3 Lesson 1	SWBAT: -Describe natural resources and tell how people use them -Identify ways people can conserve Earth's resources -Identify and explain part of a picture graph -Understand the importance of Rachel Carson	1.Ask students *What natural resources do* 2. Read p. 114-9/ ™ questioning/ assess u 119 3. Write- Write a paragraph about a resou could conserve. Share 4. Practice-Workbook p. 22 5. **Skill**- Read a Picture Graph/ Tally thei 120/ read p. 120-21 ™ questioning 6. Practice- Workbook p. 23 7. Biography-Rachel Carson (scientist) R questioning ™ p. 123
Harcourt- Unit 3 Lesson 2	SWBAT: -Describe the factors that influence where people live -Identify and compare rural, urban, suburban -Take notes to clarify and organize ideas	1.Ask students *What are some of the reas live in a place?* 2. Read p. 124-9/ ™ questioning/ assess u 129 3. Activity- Make a poster about your con 4. Practice-Workbook p. 24 5. **Skill**- Note Taking/ Ask- *How do peop they need to do?*/ read p. 130-1 ™ questi

		6. Practice- Workbook p. 25
Harcourt- Unit 3 Lesson 3	SWBAT: -Compare and contrast farming today with farming long ago -Describe how people use technology to change the environment -Identify and interpret a product map	1.Ask students *How do people change the* 2. Read p.132-35/ ™ questioning/ assess 135 3. Activity- Make a poster that shows hov changed the environment in your commu 4. Practice-Workbook p. 26 5. **Skill**- Read a Product Map/ List produc create symbols T p. 136/ read p. 136-7 ™ 6. Practice- Workbook p. 27
Harcourt- Unit 3 Lesson 4	SWBAT: -Identify changes in transportation and communication -Interpret the features of a route map	1.Ask students *How have transportation c changed over time?* 2. Read p.138-41/ ™ questioning/ assess 141 3. Activity- Make a chart to compare and transportation and communication of long 4. Practice-Workbook p. 28 5. **Skill**- Follow a Route/Ask- *What route dismissal?* ™ p.142/ read p. 142-3 ™ que 6. Practice- Workbook p. 29
Harcourt- Unit 3 Unit Review	SWBAT: -Review concepts learned in unit	1. Review questioning ™ p. 148-151 2. Workbook p. 31/ Study Guide Review answers whole class/ discuss **Harcourt web- Adventure Activity*
Harcourt- Unit 3 Unit Test	SWBAT: -Recall concepts learned in unit	1.Administer unit test 2.Use data for reteaching

Integration of Career Readiness, Life Literacies and Key Skills

P.1	Act as a responsible and contributing community members and employee.
	Different types of jobs require different knowledge and skills.
P.3	Consider the environmental, social and economic impacts of decisions.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
P.4	Demonstrate creativity and innovation.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
P.9	Work productively in teams while using cultural/global competence.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Technology and Design Integration

Students will interact with the Smartboard, Ipads, Chromebooks, and a document camera.

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2	Explain the purpose of a product and its value.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
	Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.
	Stability and Change
ESS2.C	The Roles of Water in Earth's Surface Processes

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

*Refer to Teacher's Manual

For the unit:

Differentiation:

*Refer to Teacher's Manual ESL/ Extra Support/ Enrichment ideas for each lesson

Will vary according to student readiness /interest/learning profile:

- Leveled Text
- Levels of Questioning
- Anchor activities (ongoing-listen to books, websites)
- Harcourt web activities
- Whiteboard response
- Flexible Grouping
- Graphic Organizers
- Videos Discovery Education/ BrainPop Jr.
- KWL Charts
- Think-Pair-Share
- Reading Buddies
- Enrichment/Remediation

Manual ESL/ Extra Support/ Enrichment ideas for each lesson

Modifications & Accommodations

follow 504 and IEP accommodations.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

End of Chapter assessments

Projects/Rubrics

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

- Teacher observation
- Questioning
- Whiteboard Response
- Think-Pair Share
- Classroom discussion
- Workbook pages
- Writing/Performance rubrics included in lesson

Pretest

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit Test

Instructional Materials

Hartcourt textbook

See materials embedded in lessons above.

Supplemental:

Read alouds

Leveled readers

Standards

6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.